



THE UNIVERSITY OF
MEMPHIS

College of Education

ANNUAL REPORT

UNIVERSITY OF MEMPHIS
COLLEGE OF EDUCATION

2025-2026

Welcome From the Dean

Summer 2026

Welcome to the 2025-2026 College of Education Annual Report. As we reflect on the accomplishments and challenges of the past year, we are reminded of the essential role education plays in strengthening communities, advancing opportunity, and shaping the future. Our faculty, staff, students, alumni, and community partners continue to demonstrate an unwavering commitment to excellence, innovation, and service in schools, colleges, clinics, and organizations across Memphis, our region, and beyond.



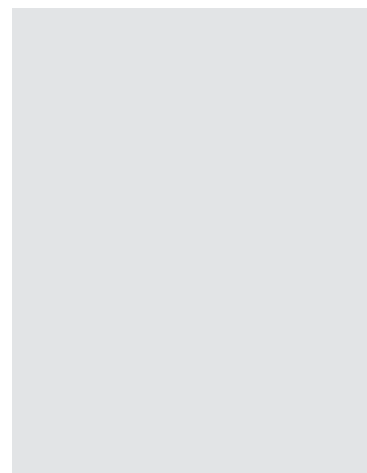
This year has been marked by meaningful growth and achievement. Our students have excelled in classrooms, clinical experiences, research initiatives, and community engagement activities that prepare them to become impactful educators, leaders, counselors, and scholars. Faculty members have advanced important research, secured external funding, and developed partnerships that address critical educational needs while expanding opportunities for collaboration and learning. Together, we continue to foster an environment that values community, creativity, leadership, and academic rigor.

The stories and data shared throughout this report reflect more than numbers and milestones—they represent lives changed through education and the collective efforts of individuals dedicated to making a difference. From preparing future teachers, counselors, and educational leaders to supporting rural and underserved communities, our work remains grounded in the belief that education transforms individuals and strengthens society.

We are grateful for the continued support of our alumni, donors, school partners, and friends who make this work possible. Thank you for being part of our mission and for investing in the future of education.

Go Tigers Go!

Michael T. Miller
Professor and Dean



College Central Administration



Dr. Michael T. Miller, Dean



Tracy R. Williams, Budget Officer



Dr. Stephen A. Zanskas, Associate Dean



Amy Wilson, Administrative Associate
and Office Manager



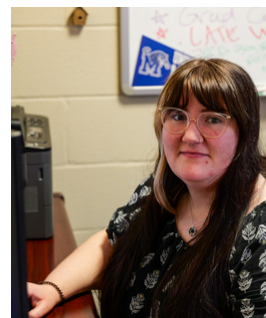
Dr. Teresa Banks, Director of Accreditation
and Assessment



Kevin Barbee, Manager, Marketing
and Communications



Janet Wiens, Pre-Awards Coordinator



Madison Maw
Academic Services Coordinator II

Officers of the College

Departmental Leadership

Pamela A. Cogdal, Chair
Department of Counseling, Educational Psychology, and
Research

Sandra Cooley-Nichols, Chair
Department of Instruction and Curriculum Leadership

Alison Happel-Parkins, Chair
Department of Leadership

Distinguished Faculty

Laura B. Casey
McWhorter Endowed Professor

Beverly E. Cross
Moss Chair of Excellence in Urban Education

Canidra L. McGuire
Jennings Endowed Faculty Fellow

Michael T. Miller
Dean's Endowed Professor

Nichelle C. Robinson
McRae Endowed Professor of Clinical Practice

Eraina Schauss
Assisi Foundation Distinguished Professor

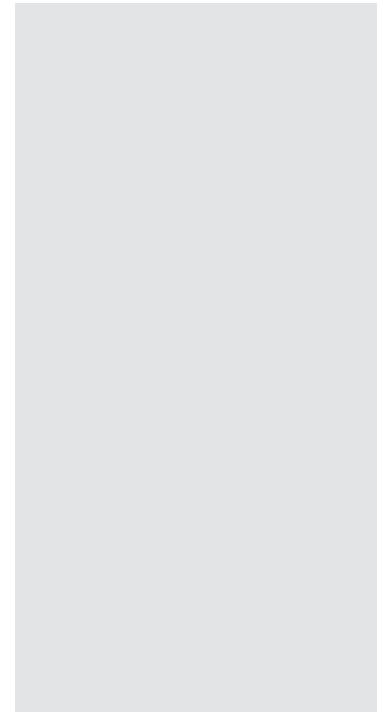
Offices, Centers and Institutes

Nichelle Robinson, Director
Office of Teacher Education

Chrisann Schiro-Geist, Co-Director
University of Memphis Institute on Disability

Patrick J. Krolik, Co-Director
University of Memphis Institute on Disability

Todd Zoblotsky, Director
Center for Research on Educational Policy



Executive Summary

The College of Education continued its commitment to excellence in teaching, research, service, and community engagement during the 2025–2026 academic year. The College served more than 1,100 students across undergraduate, graduate, and doctoral programs while awarding 300 degrees and credentials. Faculty and staff advanced the College's mission through innovative teaching, impactful scholarship, external funding, and strong partnerships with schools, community organizations, and state agencies.

Notable accomplishments included more than \$4.1 million in external awards, growth in nationally recognized programs, expanded community partnerships, and continued success in preparing educators, counselors, researchers, and educational leaders. Across all departments and centers, faculty, staff, and students demonstrated a commitment to improving educational opportunities and outcomes throughout Memphis, the Mid-South, Tennessee, and beyond.

Ranking Category

#97 Best Online in Master's Education Programs

#125 Best Education Schools (Graduation Education Schools)

Program-Specific National Rankings Reported by the College Department of Instruction and Curriculum Leadership (ICL)

#26 Best Online Master's in Curriculum & Instruction

#37 Best Online Master's in Reading and Literacy Programs

#17 Best Online EdD in Curriculum Leadership

#1 Most Affordable Online PhD in Instructional Design & Technology

#4 Most Affordable Doctoral Program in Curriculum & Instruction

Counseling, Educational Psychology & Research (CEPR)

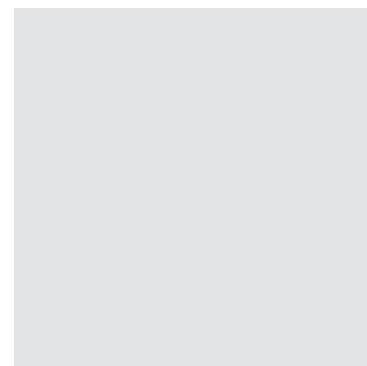
#1 Online Doctorate in Educational Psychology Program

#18 The Rehabilitation Counseling Program

Department of Leadership (LEAD)

#9 Best Online Doctorate in Higher Education

#13 Best Doctorate in Education Degrees



Section One: College Vision and Mission

Mission

To prepare professionals through our teaching, research, and service to address societal opportunities and challenges, fostering positive change and a more socially just society.

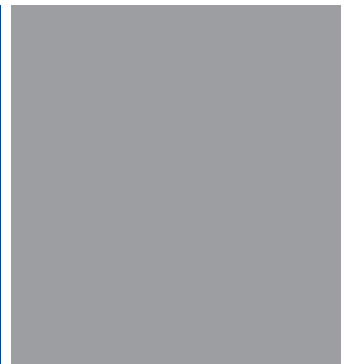
Vision

To be recognized nationally as a premier urban college of education that prepares impactful and transformational professionals by promoting innovation, diversity, and respect.

COE Strategic Plan: Ascend Together: Elevating Education for All

The overarching theme of the Strategic Plan is the commitment to fostering an inclusive, innovative, and impactful educational environment in the College of Education, University of Memphis. This is articulated through a strategic plan that focuses on:

1. Preparation of Professionals: A mission to equip students to address societal challenges and promote social justice.
2. Community: Emphasizing the importance of recognizing and valuing those within our communities.
3. Student Engagement and Success: Aiming for increased enrollment, retention, and success rates among students.
4. Faculty and Staff Support and Development: Creating an equitable environment that recognizes and rewards faculty contributions.
5. Transformative Research and Community Engagement: Encouraging collaborative research and partnerships to effect positive societal change.
6. Integrity and Transparency: Committing to operational accountability and open communication. Overall, the plan provides a comprehensive approach to educational excellence through our strategic goals that enhance access, support diversity, and promote meaningful engagement with our multiple communities.





Strategic Goals

Goal 1: Foster Student Access, Engagement, and Success: We will become recognized as a campus and national leader in the recruitment, retention, and success of students pursuing careers in education and closely related fields.

Goal 2: Recruit, Support, and Reward Faculty and Staff: We will create an equitable environment that recognizes and celebrates the talents and efforts of those working in the College.

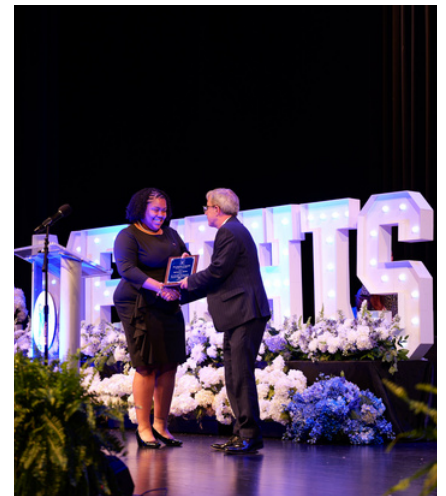
Goal 3: Engage in Transformative and Collaborative Research, Service, and Scholarship: We will develop a culture and structure that encourages, supports, and grows meaningful scholarship.

Goal 4: Partner for Societal Advocacy and Change: We will engage in intentional, strategic practices to develop an inclusive identity that reflects and celebrates our community citizens and partners.

Goal 5: Lead with Integrity, Operational Accountability, and Transparency: We will collaboratively work across the College to create an integrated administrative system that supports faculty, staff, and students.

Note: The purpose of this annual report is to respond to the COE Operational Annual Activities for Goal 5: Lead with Integrity, Operational Accountability, and Transparency.

5A. Identify best practices in annual report content and presentation from peer colleges of education; create a systematic way for the identification of content to be included in the annual report; develop and publish the initial College annual report in the summer of 2025.



Section Two: College of Education Governance

The College of Education is currently governed through a series of standing and ad hoc committees. These committees engage both faculty and staff and have the functions of both making independent decisions, developing and offering programs, and providing important feedback and ideas on critical issues facing the College.

Internal Committees

Annual Report Committee

Dr. Teresa Banks, Chair, Dr. Todd Zoblotsky (CREP), Kevin Barbee (Marketing and Communications), Mahalia Mays (Graduate Assistant)

College Administrative Council

Dr. Michael Miller, Dr. Steve Zanskas, Dr. Teresa Banks, Amy Wilson, Tracy Williams, Janet Wiens, Madison Maw, Kevin Barbee, Dr. Chrisann Schiro-Geist, Patrick Krolik, Dr. Todd Zoblotsky, Cindy Muzzi, and Dr. Nichelle Robinson.

College Academic Council

Dr. Michael T. Miller (DEAN), Dr. Steve Zanskas (DEAN), Dr. Sandra Cooley-Nichols (ICL), Dr. Pam Cogdal (CEPR), Dr. Alison Happel-Parkins (LEAD)

College Assessment Committee

Dr. Teresa Banks (DEAN), Dr. Steve Zanskas (DEAN), Dr. Laurie MacGillivray (ICL), Dr. Dustin Hornbeck (LEAD), Dr. Brian Wright (ICL), Dr. Nichelle Robinson (DEAN), Dr. Sandra Cooley-Nichols (ICL), Dr. Celie Anderson (ICL), Dr. Emily Frizzell (MUSIC), Dr. Jeffrey Byford (ICL), Dr. Bryna Bobick (Arts)

College Graduate Council

Dr. Steve Zanskas (DEAN), Dr. Jade Xu (CEPR), Dr. Dustin Hornbeck (LEAD), Dr. Craig Shepherd (ICL), Dr. Charisse Gulosino (LEAD- UCGS Representative), and Dr. Rosie Phillips Davis (CEPR)

College Tenure and Promotion

Committee Dr. Chairsse Gulosino (LEAD), Dr. Laurie MacGillivray (ICL), Dr. Ye Hsueh (CEPR), Dr. Jade Xu (Rotating), Dr. Claire Dempsey (DEAN), and Dr. James Meindl (DEAN)

College Undergraduate Curriculum Committee

Dr. Denise Winsor (CEPR), Dr. Anna Falkner (ICL), Dr. Nichelle Robinson (OTE), Dr. Dustin Hornbeck (LEAD)

College Undergraduate Curriculum Committee

Dr. Denise Winsor (CEPR), Dr. Anna Falkner (ICL), Dr. Nichelle Robinson (OTE), Dr. Dustin Hornbeck (LEAD)

Staff Leadership Council

Tonya Cooper (CREP), Debra Nichols (ICL), Melynda Whitwell (LEAD), Tracy Williams (DEAN)

Task Force on College of Education Shared Governance

Dr. Celia Anderson (Chair), Dr. Meg Evans, Dr. Yu Wu, Dr. Nichelle Robinson, Dr. Craig Shepherd, and Dr. Richard Lightsey

Task Force on Academic Program Committee Alignment

Dr. Chris Mueller (Chair), Dr. Michelle Brasfield, Dr. Jeff Byford, Dr. Alison Happel-Parkins, Dr. Leigh Harrell-Williams, Dr. Will Hunter, and Dr. Andrew Tawfik Teacher

External Committees

College Alumni Council

Mary Brignole
Logan Caldwell
Randy McPherson, Chair
Brian Meredith
Patricia Toamina

University of Memphis Institute on Disability Advisory Board

University of Memphis faculty and staff

Michael Miller – Dean of the College of Education at the University of Memphis.
Chrisann Schiro-Geist – Professor / Director of the Institute on Disability.
Steven West – Professor in the Department of Counseling, Educational Psychology, and Research (CEPR).
William Hunter – Professor of Special Education Instruction and Curriculum Leadership
Pam Cogdal – CEPR Department Chair, Clinical Professor, Director of Counseling Programs, and the Clinical Coordinator of Counseling
Madeline Brodt – Assistant Professor in the Counseling Psychology
Patrick Krolik - Co-Director of the Institute on Disability
Brandon Porter -Coordinator of the Campus Transition Programs.

Department of Vocational Rehabilitation/Pre-ETS

Heather Sacks – Region 9 Supervisor
Nneka Austin – Region 9 Vocational Rehabilitation Counselor

Department of Intellectual and Developmental Disabilities - DIDD

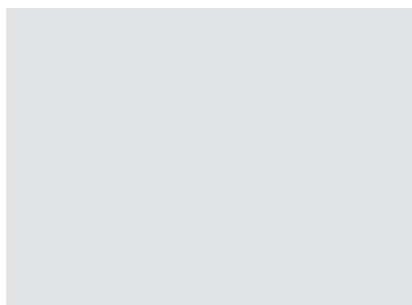
Denetris Dee Grandberry – Employment Innovation & Community Inclusion Coordinator at TN DIDD.

Memphis Shelby County schools

Tonyal Mathes – Special Education Advisor - Exceptional Education
Jlahna Chatman – Regional Manager-Exceptional Education

TigerLIFE parent and student

Sandeford J Schaeffer – Retired UM Professor, Fogelman College of Business & Economics.
Patti Lehigh – St. Jude's Research Division
Jeffrey Allen – Disability Advocate
Jeffery Bell – Disability Advocate



Community at Large

Tim Wheat – Director, Disability Connect of Mid-South, Memphis
Carlene Leaper – Director, ARC of Mid-South
Sandi Klink – M.A.T.A. Board

Advisory to the Board (non-board members):**University of Memphis faculty and staff**

Xinhua Yu – Associate Professor, Division of Epidemiology, Biostatistics, and Environmental Health, Program Coordinator for Epidemiology. LaSheba Hilliard – Assistant Professor of Teaching in the Instruction and Curriculum Leadership Department. Carolyn Kaldon – Research Professor, Center for Research in Educational Policy (CREP). Tara Buchannan – Director of Disability Resources for Students at The University of Memphis

Community at Large

Marcus Cox – Welcome to Memphis
Brian Wilks – Greater Memworkforce
Sandra Hawkins – Regional Specialist: The ARC of the Mid-South
Sarita Alston – American Job Center Memphis
Stacy Mayfield – Greater Memphis Workforce, Community Rehabilitation Provider: Working World
Lametria Gillespie – I Am Included & 8th Grade MAAP Coordinator. Memphis Office of Youth Services Executive Division – City of Memphis
Chandra White – UnitedHealth Care State of Tennessee
Anthony Amos – Chief Compliance Officer M.A.T.A.
Terry Murray – Community Rehabilitation Provider, Project Search
Allison Long – CAPA Coordinator/Fine Arts Director, Germantown H.S.
Sarah Knox – Human Resources Hiring Manager, Amazon of Memphis
Chris Warrington – Psychology Memphis, Disability Connect of the Mid-South Board Member
Leslie Spann – YoungLife College, Capernaum University of Memphis
Kimberly Daugherty – Executive Director: Shelby County Aging Commission of the Mid-South
La Richmond – Community Living Developer: SRVS of Memphis

TigerLIFE Parent and Student

Jeffrey Allen – Disability Advocate / Parent
Nya Sanders – Disability Advocate
Bridgette Atkins – Disability Advocate / Parent
Bridgette Johnson

Memphis Shelby County schools

Sheniqua L Woodward – College Campus Transition Program @ U of M, Instructor-Exceptional Education.



Section Three: Academic Matters



Personnel Changes

Three new faculty members began their careers with the College of Education in the Fall 2025, including Dr. Gabriel Ezema, Dr. Alex Pratt, and Dr. Mike Skirius, all in the Department of Counseling, Educational Psychology, and Research.

One faculty member retired at the conclusion of the 2025-2026 academic year, Dr. Sara Bridges, in the Counseling Psychology program. Dr. Bridges, who had also served as the University Ombudsperson, was a part of the University of Memphis faculty for 25 years.

COE Department Faculty and Staff Numbers by Departments

The College of Education is home to faculty and staff with various professional backgrounds to support teaching, learning, research, and innovation.

74

Total number of COE Faculty:

53

Total number of COE staff:

Table 1.

Faculty by Departments

Department	Non-Tenure Track	Assist Prof Tenured	Assoc Prof Tenured	Professor Tenured	Total
CEPR	2	8	7	8	25
CREP	3	0	0	0	3
ICL	5	13	9	9	36
LEAD	1	6	2	1	10
Total	11	27	18	18	74

Accreditations

Accreditation is critical to programs within the College of Education in that having accredited programs ensures that standards are met effectively, and that our programs maintain their credibility and contribute to the overall continuous improvement efforts by each department. The following programs are accredited, while others are in progress for reaffirmations with designated accrediting bodies.

Table 4.

Accreditation and Program Annual Review Five-Year Schedule

Program	Last Review	Review Or Visit Type	Current Status	Next Review Or Site Visit	Review Or Visit Type
Counseling	Spring 2017	CACREP continuation	Accredited	Spring 2026	reaffirmation
EPP (ICL & SAS)	Fall 2022	CAEP continuation	Accredited	Fall 2029	reaffirmation
Counseling Psychology	Spring 2020	APA continuation	Accredited	Fall 2029	continued
Higher & Adult Education	Fall 2022	Program Review	Approved	Fall 2029/ Spring 2030	continued
ICL EDD	Spring 2018	Program Review	Approved	Fall 2025/Spring 2026	continued
EDPR MS/PHD	Fall 2022	Program Review	Approved	Fall 2029/ Spring 2030	continued

Faculty and Staff Snapshot



74 Full-Time Faculty



25 Staff Members



13 Part-Time Faculty



83.8% Tenured/Tenure-Track Faculty



4 Academic Units



112 Total Personnel Supporting the College Mission

Faculty and Staff Highlights

- The College of Education employed 74 full-time faculty members and 25 staff members during FY 2025–2026.
- More than four-fifths (83.8%) of faculty members held tenured or tenure-track appointments, demonstrating a strong commitment to instructional excellence, scholarship, and student success.
- Instruction and Curriculum Leadership represented the largest faculty unit, accounting for nearly half of all full-time faculty members.
- Faculty expertise supported undergraduate, master's, specialist, doctoral, and certificate programs across the College while advancing research, community engagement, and professional service initiatives.
- Thirteen part-time faculty members provided additional instructional support and specialized expertise to meet programmatic and student needs.



Section Four: Unit Annual Reports

Department of Counseling, Educational Psychology, and Research

Dr. Pam Cogdal



CEPR's objective is to prepare advanced professionals to be sophisticated practitioners, educators, and researchers. Students from our graduate degree program in counseling psychology, counseling, counselor education and supervision, and educational psychology and research graduates are qualified to be the next generation of counselors, psychologists, program evaluators, professors, and researchers

CEPR by the Numbers

Metric	Value
Enrollment	189
Retention Rate	96%
Publications	30+
Presentations	41
Grant Funding	\$925,657
Avg. Counselor Salary	\$69,000

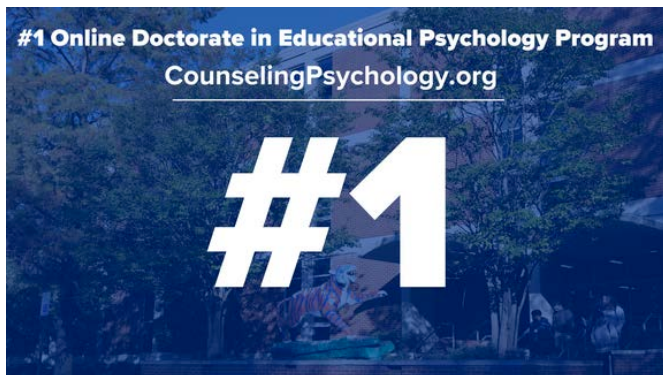
Numerous graduates have moved on to serve both our Memphis campus and Mid-south communities, as well as across the country.

One example of graduation pride is our 10-year look back at counselor education and supervision doctoral students.

- Of the 43 students who have started the program in the last 10 years, 27 have graduated, 6 have transferred/formally withdrawn, and only 3 haven't graduated that could have graduated by now (plus 7 who are currently enrolled but aren't in dissertation/eligible to graduate yet).
- So, of the 36 students who could have graduated by now, 75% have graduated, which is much better than the national average of 56%!
- Of the 27 graduates, it took them an average of 3.57 years to graduate. 9 of them only took 3 years (May grads), 4 of them took 3 years + summer (Aug grads), 3 of them took 3 years + summer/fall (Dec grads), and then 9 of them took 4+ years.
- 59% of graduates took less than 4 years

Current enrollment: Current student numbers total 267. We will have graduates in May and December, but the advising list reflects these numbers: Counselor Ed and Supervision (12), master's in counseling (162), EDPR (58), and Counseling Psychology (35). Since almost all our students go part-time, these numbers, according to OIR, equate to 133 full time enrollments.

Trends: EDPR and Counseling programs have seen impressive growth, and CEPR overall maintains good stability. Clinical rehabilitation has not grown compared to CMH, School, and Vocational rehabilitation, so focused recruitment is needed in that area.



- Ranked the #1 Online Doctorate in Educational Psychology Program by CounselingPsychology.org
- The Rehabilitation Counseling program, because of Drs Zanskas and Schiro-Geist's work, has moved from #30 in US News & World Report to #18.
- Our online EDPR doctoral program now has about 55 students. An additional faculty person would be a great addition to continuing to grow our numbers. We believe the growth can be substantial as word spreads about our online programs and more applicants learn about our bachelor's to PhD program.

#4 Most Affordable Online Programs in Educational Psychology (CollegeChoice.net)

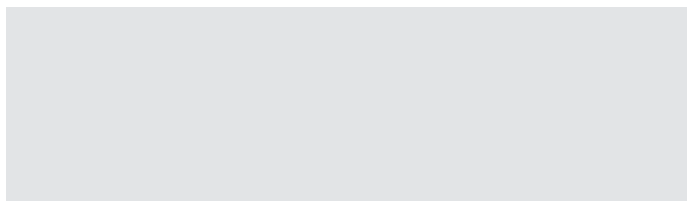
#7 Online master's degree in educational psychology, Forbes.

Student Success & Outcomes

- Retention – One-year retention rate for our graduate programs is 96%
- Job placement OIR Steppingstone: In the last 10 years, out of 263 graduates from CEPR, 70% reside employed in Tennessee, and 69% are in the Memphis/Midsouth area.
- OIR Average salary of counselors/master's degrees: \$69,000, and Doctoral professors: \$100,000.
- Most of our graduates find employment at or after graduation at the master's and doctoral levels.

Key Achievements:

- Steve Zanskas and Pam Cogdal have a \$925,657, five-year RSA grant through the Department of Education, Chrisann Schiro-Geist secured a 1.8 million, dollar 5-year grant for postsecondary educational opportunities for students with intellectual disabilities.
- Our CEPR grant applications are up as 45% of our faculty submitted grants in 2025 2026.
- CEPR had over 30 publications for 2025 and 41 professional conference presentations.



Leadership /professional service roles: 2025, Chrisann Schiro-Geist spoke at the United Nations, An Inclusive Higher Education

New Hires: Dr Hannah Rapp in Educational Psychology and Research will begin Fall 2026.

We have 2 faculty hires for the Fall in counseling psychology, which will replace 2 faculty members who have retired (Drs Lease and Bridges). We are also working with HR to post a clinical associate professor in school counseling to replace a school counseling faculty person (Dr Burgess) who moved to the University of Mississippi.

Partnerships & Community Engagement

- 1) Christian Psychological Center /Memphis Resilience Project (Drs Zanskas, Dempsey, and Cogdal) – The CPC Project is a program evaluation of DBT skills training for Memphis youth in schools.
- 2) University Schools Wellness Center (Cogdal is a site supervisor for counseling practicum students, and Dr Brasfield is on a substance abuse grant team with the US Wellness Team)
- 3) Drs Mueller and Casey have a partnership/project with High school coaches in Michigan – “Promoting Psychological Safety Among High School Coaches,” which is also a planned publication.
- 4) Drs. Winsor and Mueller have a partnership with the Mississippi School of Science and Math- The identity development of gifted high-school students. This is also grant-based, through the American Psychological Foundation.
- 5) We have an EDPR doctoral student – Taylor Mule, working with Dr Kate Ayers at St Jude on STEM research as part of her 12-month graduate assistantship.
- 6) Counseling psychology partners with Dr Meghan McDevitt- Murphy from the Psychology Department through an HRSA Substance Abuse grant, which will cover 2 counseling psychology assistantships in Fall 2026.



Grants, Contracts & External Funding

Contract - Funder is LeBonheur Hospital

- Dr Eraina Schauss has an external contract related to counseling student training and client services at LeBonheur Children's Hospital.
- Brasfield, M. W. Using classroom calming corners for emotional regulation. Tennessee Department of Mental Health & Substance Abuse Services. Non-Recurring Funding for Infrastructure Grant. \$43,270. (Submitted October 2025, Under Review.)
- INTEGRATE (Interdisciplinary teams grounded in apprenticeship, technology, & evidence). Submitted to the Health Resources and Services Administration (HRSA) Behavioral Health Workforce Education and Training Program (\$2,399,631). Neely Barnes, S. L., Humphreys, T., Zachry, A., Brasfield, M. W., Elswick, S., Cho, M., Berlin, K., Lease, S., Ellmo, F., Brodt, M., Barnes, A., & Hildon, A.
- Neely-Barnes, S. L., Barnes, A., Delavega, E., Zachry, A., Brasfield, M. W., Ellmo, F., Washington, G., Hildon, A., Ford, A. (2023-2025). RISE-CAY (Recruiting interdisciplinary scholars for excellence in childhood, adolescence, and youth). Funded by the Health Resources and Services Administration (HRSA) Behavioral Health Workforce Education and Training Program Award Number M01HP52156-01-00 (Funded, \$1,059,999).
- Leigh Harrell-Williams, Senior personnel/Statistical consultant: Improving STEM K-12 Learning Using Optimal Spaced Retrieval in an Existing Educational Technology Platform. NSF. PI: Carvahlo (Carnegie Mellon). Memphis sub-award PI: Pavlik (Psych). Duration: 08/01/23-07/31/28)
- Gabriel Ezema has a Division 15 APA grant as well as a 2026 COE Faculty research grant, and Jade Xu received a 2026 COE faculty research grant.

Signature Initiative or Innovation

- Description of one standout initiative and evidence of impact. Eraina Schauss's external contract work at LeBonheur Hospital:
- In 2025, the BRAIN Center trained 16 graduate students in the Hurt2Healing workforce development model at LeBonheur. This work resulted in providing 1,138 mental health assessments and counseling sessions to 687 patients and their family members.



One success story - Alumna

Dr. Lou Flowers Martin, Executive Director of The Christian Psychological Center (CPC) for the College of Education's Outstanding Alumni Award. Dr. Martin is a highly accomplished clinician, administrator, and Memphis community leader whose career contributions reflect exceptional expertise, integrity, and commitment to community service. This impact includes our Memphis Community in general as well as our students in CEPR's Counseling programs. Dr. Martin has served on the staff of CPC since 2007 and has served as the Executive Director since 2022. Her leadership and collaborative skills have been instrumental in advancing the mission and impact of the Center.

Dr. Martin holds a Doctoral degree in Educational Leadership, as well as a master's in counseling from the University of Memphis. This strong academic foundation is evident in her thoughtful, evidence-based approach to both clinical practice and organizational leadership. Currently, this has been demonstrated in a joint program evaluation project for CPC on dialectical behavior therapy that Dr. Martin and Erin Reynolds (CPC co-director) are coordinating with Drs. Zanskas, Cogdal, and Dempsey. Dr. Martin also trains and supervises a number of the CEPR counseling students through this project.

Within the Memphis clinical community, Dr. Martin is widely recognized for her work in mitigating childhood trauma. She has authored professional articles on this topic and brings a trauma-informed lens to all aspects of her practice. Her clinical approach integrates multiple evidence-based therapies, including Dialectical Behavior Therapy (DBT), play therapy, and Eye Movement Desensitization and Reprocessing (EMDR), allowing her to tailor treatment effectively to the diverse needs of her clients. In addition to her work with children and families, Dr. Martin addresses women's issues such as anxiety, wellness, and life transitions.



Department of Leadership

Dr. Alison Happel-Parkins



Program Overview

The Department of Leadership has two programs, Leadership and Policy Studies (LDPS) and Higher and Adult Education (HIAD). LDPS offers a master's degree, a principal license program, and a Doctor of Education (EdD). HIAD offers a master's degree in student affairs administration and an EdD with a concentration in either higher education or adult education. Both programs specialize in meeting the needs of working professionals who seek to further their education and career trajectories.

Enrollment, Participation, or Program Demand

The Department of Leadership had substantial growth in the number of applicants this academic year. Entry into both EdD programs was highly competitive. The EdD cohorts starting in the Fall of 2026 are among the largest in the department's history.

Within LDPS, demand was strong across all three programs. The Principal License Program admitted 30 students for the 2025–2026 year. The EdD program admitted 14 students, exceeding our annual target of 12. We also began building partnerships with regional districts to recruit a cross-district cohort of aspiring principals, aiming to strengthen the leadership pipeline and encourage collaboration across district lines.

HIAD will have a cohort of over 20 EdD students starting in the Fall. This cohort will be the first to use the Problem of Practice dissertation, which is intended to help students research real-world problems in their professional and/or personal contexts. Students will graduate in 3.5 years under this new dissertation format.

Student Success & Outcomes

- Licensure and completion: LDPS recorded a 100% passage rate on the state principal licensure exam this year.
- Notable accomplishments: Kimberly White received a 2026 University of Memphis Graduate School Summer Dissertation Completion Grant for her research on student discipline grounded in care, justice, and self-reflection.
- Leadership outcomes: Several students completed field experiences as principal interns this year and are on track to move into school leadership roles. The EdD's Problem of Practice model, which embeds the comprehensive exam and dissertation proposal directly in coursework, continued to support steady progress toward degree completion.

Faculty & Staff Highlights

- Dr. Genia Bettencourt and Dr. Dan Collier were both promoted to Associate Professor with tenure. Dr. Alison Happel-Parkins was promoted to Full Professor.
- Dr. Sarah Ray was hired as an Assistant Professor of Higher and Adult Education. She starts in August 2026. Dr. Ray's research focuses on inclusive lifelong learning, adult education, and workforce development with marginalized communities. She draws on participatory and feminist methodologies to examine how people learn, lead, and create change in community and workplace contexts.
- Dr. Dustin Hornbeck was selected to participate in the NEH Law and Religion Summer Institute at Emory University, which examines the legal and constitutional dimensions of religion in public life. The Institute draws on and will further inform his expertise in educational law and policy, a subject he teaches in the department.
- Genie Bettencourt was selected as a fellow for the 4th annual Institute on Antisemitism and Jewish Identity in Educational Settings at George Washington University. Dr. Bettencourt will participate in a week-long gathering in Washington, D.C. in June with educators across the US aimed at learning about Jewish culture and history. In the fall, she will design and implement an intervention aimed at increasing religious pluralism and engaging Jewish history in her courses. The fellowship comes with a \$3,000 stipend. For more information, visit <https://gsehd.gwu.edu/jewish-summer-institute>
- Dr. Alison Happel-Parkins was nominated to serve on the Executive Board for UMRF Ventures, a subsidiary of the University of Memphis Research Foundation. The organization provides University of Memphis students with real-life, paid IT jobs while they complete their undergraduate degrees, helping them gain experience for post-graduation career success.

Partnerships & Community Engagement

- Dr. Edith Gnanadass, Associate Professor for Higher and Adult Education, has created a partnership with the University of Florence, Italy. This partnership seeks to establish an exchange program between the two universities, including exchange visits between teaching and research staff and students. This partnership will also facilitate the promotion of double PhD/EdD theses for doctoral students at both institutions.
- Dr. Meg Evans received the 2026 College of Education Faculty Research Grant and will be partnering with the University of Memphis' women's soccer team to pilot a student-athlete leadership development program. If successful, this program will be offered to other University of Memphis sports teams and athletes.

Grants, Contracts & External Funding

- Dustin Hornbeck, co-PI; National Science Foundation (2023). Co-Principal Investigator. Project: "Improving Undergraduate STEM Education: Education and Human Resources (IUSE: EHR)—Broadening Participation and Persistence in STEM: Empowering Women and Other Underrepresented Groups Professionally and Psychosocially Through A Virtual STEM Peer Mentoring Program." \$300,000.
- Wright, N. and Pannozo, M. Mediating Policy, Politics, and Pedagogy: Exploring Educator Practices in Response to Censorship Efforts in Tennessee - Community of Research Scholars Grant, University of Memphis (\$5000)
- Wright, N. and Pannozo, M. Mediating Policy, Politics, and Pedagogy: A Comparative Qualitative Exploration of Educator Sensemaking of Book Banning and Censorship Efforts in K12 School Contexts - The Spencer Foundation (\$50,000)
- Genie Bettencourt. Promoting At-Promise Student Success. A longitudinal mixed-methods case study of low-income students' experiences across a Midwestern state university system with three campuses. Susan T. Buffett Foundation (\$12,000)
- Genie Bettencourt. Exploring the temporal dimensions of first-generation status. Narrative inquiry study of first-generation students at the University of Memphis and how first-generation status impacts their experiences. ACPA Emerging Scholars Grant. (\$3,000)
- Genie Bettencourt, PI. Examining mid-level experiences in student affairs. A qualitative case study of 30 mid-level student affairs practitioners and how they navigate the power dynamics in their roles. ACPA Senior Scholars Grant. (\$5400)
- Dan Collier, Subject Matter Expert. Shaping the Future of Loan Repayment. ED-2026-SCC-0562. The IES study will examine IDR enrollment, reasons, duration, repayment behaviors, and related household outcomes to update understandings of borrower decision-making and assess feasibility for more rigorous research, with findings reported on awareness and reasons for plan choice. Institute of Education Sciences. (\$2.6 million)

Initiatives and Looking Ahead

Over the past three years, both LDPS and HIAD redesigned the EdD around a problem of practice model that embedded major milestones, including the comprehensive exam and the dissertation proposal, directly within coursework rather than treating them as standalone hurdles. The aim was to keep students moving steadily toward completion while trying to apply their scholarship to the real problems they face as practitioners. This year, the model achieved full implementation.

- LDPS held their inaugural Residency Day in January 2026 to bring students together in person, build community, and support the process, and we graduated three doctoral students whose dissertations addressed equity-centered leadership, inclusive pedagogy, and educator development. The model is now an established feature of the program and a structure we intend to sustain.



Centers, Research Labs, and Offices

The University of Memphis Institute on Disability -UMID

Center for Research in Educational Policy -CREP

Early Intervention and Family Support Initiative-EIFSI

The Office of Teacher Education and Clinical Practice -OTEC



University of Memphis Institute on Disability

Dr. Chrisann Schiro-Geist, Co Director

Patrick Krolik, Co-Director

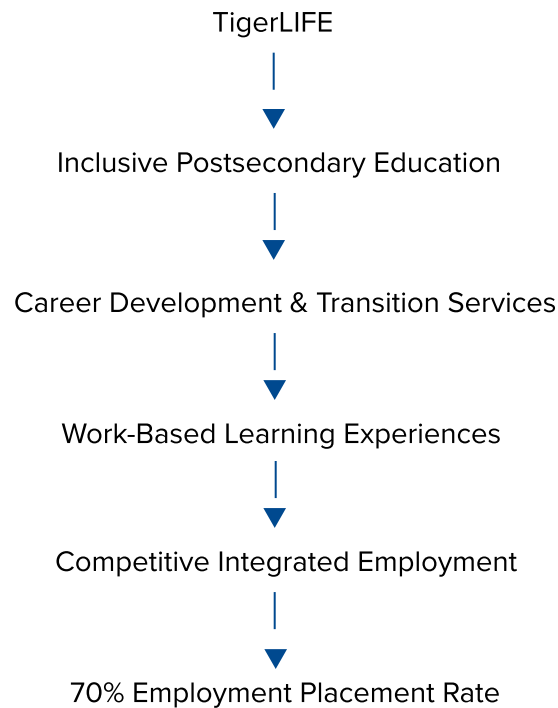
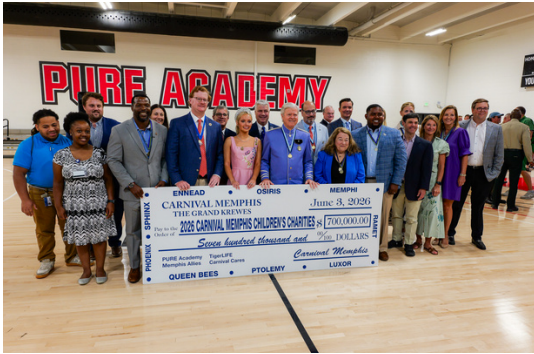
UMID Impact Dashboard

- ❖ 250+ Individuals Served
- ❖ 185 Secondary Students Served
- ❖ 20 Graduates Employed
- ❖ 70% Employment Placement Rate
- ❖ Multiple State and Federal Grants

The University of Memphis Institute on Disability (UMID) serves as a leading research, education, and service institute dedicated to advancing inclusive postsecondary education and competitive integrated employment for individuals with intellectual and developmental disabilities (IDD). Through its flagship TigerLIFE program and aligned transition initiatives, UMID addresses the critical gap between secondary education and workforce participation by delivering evidence-based, person-centered programming grounded in a Systems Approach to Life Transitions (SALT).

During the 2025–2026 reporting period, UMID demonstrated significant growth and impact across its core programmatic areas. The Institute served over 250 individuals through its Research, Vocational Services, and Career Development and Transition Programs Units. Pre Employment Transition Services (Pre-ETS) expanded to serve more than 185 secondary students, reflecting a 16% increase from the previous year. The TigerLIFE program maintained a strong 70% competitive employment placement rate, with 20 graduates successfully transitioning into the workforce. Program innovations, including the launch of the first on-campus residential pilot and the TigerLIFE After-Hours initiative, further enhanced student independence, social integration, and campus engagement.





UMID's work is supported through a diversified portfolio of federal and state funding. The Institute successfully concluded Project FIRST, a six-year federal grant totaling \$2,236,756, which resulted in the development of evidence-based training modules, peer-reviewed publications, and sustained research infrastructure. UMID has also been recommended for an award under the Tennessee Department of Disability and Aging (DDA) Innovation Grant, with an anticipated award of approximately \$20,000, and continues to implement the Tennessee Believe Grant, totaling approximately \$124,394 with an additional \$60,000 addendum, to support employment services and competitive integrated employment outcomes. In addition, UMID is advancing the BRIDGE Innovate TPSID grant application, a proposed five-year federal initiative (funding pending) designed to expand inclusive higher education across multiple institutions in West Tennessee.

UMID's impact is further strengthened through extensive partnerships with Memphis-Shelby County Schools, the Tennessee Division of Vocational Rehabilitation, the Tennessee Department of Intellectual and Developmental Disabilities, and a broad network of employers and community organizations. These collaborations support a comprehensive pipeline from secondary education to postsecondary access and employment, ensuring alignment with Workforce Innovation and Opportunity Act (WIOA) priorities and Employment First initiatives.

In alignment with its strategic priorities, UMID continues to expand its scope through innovation and technology. The development of the Disabilities Education/Employment Support Portal (DESP) will integrate artificial intelligence and data-driven tools to support personalized career pathways, skills development, and workforce readiness. Concurrently, the Institute is advancing micro-credential pathways in high-demand sectors, including data literacy, applied technologies, sustainability, and allied health.

UMID maintains a strong commitment to research, evaluation, and dissemination, producing peer-reviewed publications and presenting at national conferences. Ongoing evaluation efforts and the development of replicable toolkits ensure that program outcomes contribute to the broader evidence base and inform best practices in inclusive higher education and vocational rehabilitation.

Despite its successes, UMID continues to navigate challenges related to resource capacity, multi site expansion, and funding sustainability. Strategic priorities moving forward include increasing inclusive housing models, expanding workforce-aligned credential pathways, strengthening scholarly infrastructure, and increasing personnel capacity to support program growth. Overall, UMID is well-positioned as a national leader in inclusive higher education, advancing equitable access, workforce readiness, and meaningful employment outcomes for individuals with disabilities. Through continued innovation, strategic funding, and strong partnerships, the Institute remains committed to transforming systems and improving quality of life for the populations it serves.



Center for Research in Educational Policy(CREP)

Dr. Todd Zoblotsky, Director

CREP IMPACT DASHBOARD

Metric	FY 2025
Active Projects	26
Technical Reports	39
Publications Submitted	11
Conference Presentations	10
Proposals Submitted	29
Annual Revenue	\$1.07M

The Center for Research in Educational Policy (CREP) conducts independent evaluations and applied research to improve educational and community outcomes. We partner with faculty, schools, districts, state agencies, and community organizations to assess program effectiveness and provide actionable insights using rigorous, mixed-methods approaches. As a Tennessee Center of Excellence, CREP serves diverse educational stakeholders and is recognized by the What Works Clearinghouse for producing high-quality, evidence-based research.

CREP faculty and staff authored 39 technical reports. See the Appendix for a full list of technical reports.

- CREP faculty and staff submitted 11 publications: Six were published in 2025, and two are being resubmitted. See the Appendix for a full list of peer-reviewed publications.

Five CREP faculty and staff submitted 11 proposals to conferences, and 10 were accepted:

1. Poster at the American Health Information Management Association
2. Round table at the American Educational Research Association (AERA) annual meeting
3. Presentation at the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) Summit on Higher Education
4. Paper presentation at the Association for Black Sociologists
5. Two papers presented at the National Council for the Social Studies
6. Round table at the Association of Teacher Educators
7. Poster at the ASCD Annual Conference
8. Poster at the NSTA National Conference
9. Presentation at the EIR Project Directors and Evaluators TA Meeting

Awards: Ms. Cindy Muzzi, CREP’s Assistant Director, received the College’s “Outstanding Contributions by a Staff Member award.”



Service: CREP faculty and staff participated in 30+ professional and institutional service activities, including national conference committees, academic journal manuscript reviews, an NSF review panel, university governance and search committees, community advisory boards, scholar advising, and professional development for Memphis-Shelby County Schools teachers.

New Hires: CREP hired two new members, who both started in 2025: A Research Associate II (Elizabeth Chambliss - April) and a Business Officer I (Mark Patterson - September).



Partnerships & Community Engagement

In 2025, CREP partnered with a wide variety of UofM faculty, local organizations, and state and national partners to provide evaluation support, generate actionable data, and strengthen evidence-based decision-making across educational and community programs.

- Campus faculty in:
 - o EDPR, CEPR, ICL, Computer Science, English, Criminal Justice, Psychology, Mechanical Engineering, Engineering Technology, Division of Research and Innovation, School of Communication Science and Disorders, and the Office of the Provost
- Local Partners:
 - o Women's Foundation for a Greater Memphis (WFGM)
 - o Seeding Success
 - o Literacy Mid-South
 - o UTHSC
 - o Shelby County Health Department
 - o Shelby County Office of Re-entry
- State and national partners:
 - o Williamson County School District
 - o Tennessee Higher Education Commission (THEC)
 - o Tennessee Higher Education Initiative (THEI)
 - o Virginia Department of Education (VDOE)
 - o Management & Evaluation Associates (located in PA)

Through these partnerships, CREP’s work influenced multiple disciplines, educational institutions, and community programs, reaching students, families, and stakeholders across local, state, and national levels. Our evaluations informed program enhancements, guided policy decisions, and strengthened the capacity of partners to achieve measurable outcomes.

Grants, Contracts & External Funding In 2025, CREP submitted 29 proposals and evaluation plans with budgets ranging from \$1,000 to \$690,141. Four were awarded, bringing in \$273,565, and 11 are pending.

CREP worked on 26 projects in 2025, generating nearly \$1.1 million in revenue for the year and \$4.2 million across the life of the projects. Funders included: IES, NIH, NSF, U.S. Department of Education, DRA, HHS, BJA, state agencies (e.g., THEC, THEI), and local community partners (e.g., Women’s Foundation, Literacy Mid-South). See Table 1 below for a full list of projects and award amounts.

For most projects, CREP served as the external evaluator, providing rigorous assessment, data collection, and analysis to support program development and evidence-based decision-making.

Use of funds and impact: Awarded funds supported CREP research faculty, staff, and graduate assistants in conducting evaluation activities that generated actionable insights for program improvement, informed policy and practice, and strengthened the capacity of partner organizations to achieve measurable outcomes.

Table 1: CREP Projects for 2025

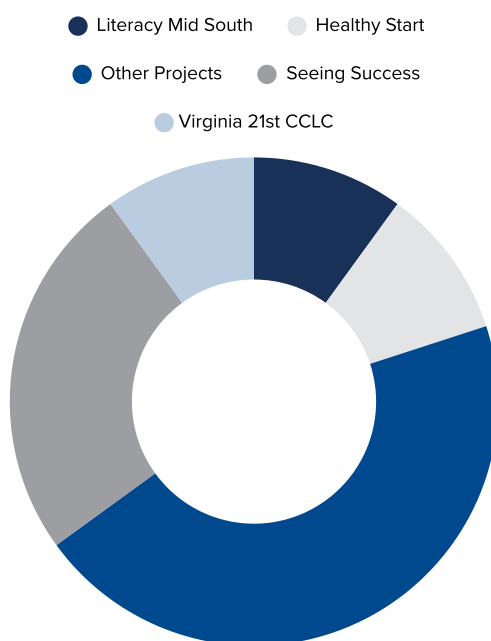


Table 1: CREP Projects for 2025

Project	Total Budget	2025 Annual Budget
Seeding Success Full-Service Community Schools Grant, Year 3	\$1,375,000.00	\$275,000.00
Literacy Mid-South Tutor901, Year 1	\$665,000.00	\$111,000.00
Healthy Start Live Long, Year 2	\$550,000.00	\$110,000.00
Virginia 21st CCLC	\$109,000.00	\$109,000.00
BJA Returning Neighbors	\$200,000.00	\$64,371.00
HHS HRSA UTHSC REACH, Year 2	\$323,350.00	\$62,972.00
UofM DOE ESEL Teacher PD, Year 1	\$295,432.00	\$56,347.00
THEI Ascendium	\$77,000.00	\$42,386.00
Delta Regional Pilot (DRIVE), Year 2	\$35,000.00	\$35,000.00
NIH UTHSC SEPA High School to Healthcare, Year 3	\$143,666.00	\$33,320.00
IES Transformative Research	\$85,000.00	\$32,000.00
Women's Foundation of Greater Memphis Vision 2025	\$30,000.00	\$30,000.00
Williamson County School Climate Inventory	\$25,500	\$25,500.00
UofM DOE ASPIRE	\$239,760.00	\$19,107.00
THEC High School Senior Opinion Survey	\$20,773.00	\$15,580.00
UofM NSF S-STEM	\$12,500.00	\$12,500.00
UofM NSF IUUSE STEM Mentors	\$18,600.00	\$10,000.00

Dean 360 Survey	7,750.00	\$7,750.00
UofM NSF CyberCorps SFS, Year 4	\$30,000	\$5,000.00
UofM DRA Workforce Development	\$9,500.00	\$4,750.00
UofM IRES International Grid Research and Advanced Training in Energy	\$12,535.00	\$4,500.00
Management and Evaluation Associates (M&E)	\$4,250.00	\$4,250.00
UofM School of Comm Sci & Disorders- Graduate interviews	\$2,500.00	\$2,500.00
Women's Mentoring Network Faculty Learning Community Focus Groups	\$1,000.00	\$1,000.00
Women's Foundation White Paper	\$500.00	\$500.00
Academic Program Alignment Committee (APAC) Faculty Feedback	\$0.00	\$0.00
Total	\$4,273,616.00	\$1,074,333.00

Signature Initiative or Innovation

At the beginning of 2025, CREP implemented a redesigned internal meeting structure to replace the previous bi-weekly all-staff format. The new approach established four rotating bi-monthly meetings organized by functional roles:

- Research Faculty (Research Director, Assistant Director, Research Faculty)
- Research Faculty & Research Staff (Research Director, Assistant Director, Research Faculty, Research Associates)
- Financial Team (Research Director, Assistant Director, Business Officer I, Administrative Associate I)
- CREP Leadership (Research Director and Assistant Director)

This revised structure has strengthened the center's operational efficiency by enabling more targeted communication, professional development, and decision-making. By tailoring each meeting to the specific responsibilities of participating team members, the Research Director and Assistant Director can now deliver more relevant updates, provide role-specific training, and gather higher-quality feedback. Early evidence suggests improved clarity of expectations, faster resolution of issues, and better alignment of research, administrative, and financial operations across CREP.

Looking Ahead

In 2026, CREP will continue proposal submissions while launching a search for a research faculty member, establishing its advisory board, and developing a strategic plan.

Key priorities include broadening our collaborations both on and off campus, including a wider range of departments (e.g., College of Health Sciences) and agencies (e.g., TN Department of Health), along with increased efforts to influence educational policy at the local, state, and national levels (e.g., working with Ken Moody to meet with Shelby County representatives in the state legislature).

In terms of resource needs, CREP sent a request to Space Planning to occupy the first floor of Newport Hall to accommodate growth and the need for more space for both CREP and the College.

Success story

The work of one of CREP's partners, the Smithsonian Science Education Center (SSEC), was featured in two stories. This is related to the results of our most recent evaluation of their inquiry-based science curriculum and professional development.

1. Wagner, L. (2025, February 18). Smithsonian science curriculum + teacher training = learning gains in 3 subjects. *The74*. <https://www.the74million.org/article/smithsonian-science-curriculum-teacher-training-learning-gains-in-3-subjects/>
2. Gates, J. (2025, January 7). Smithsonian and Carolina Biological Announce New Study Results and Effectiveness of their K – 5 Science Curriculum. *businesswire*. <https://www.businesswire.com/news/home/20250107212740/en/Smithsonian-and-Carolina-Biological-Announce-New-Study-Results-and-Effectiveness-of-their-K-5-Science-Curriculum>



Early Intervention and Family Support

Dr. Laura Casey

Early Intervention and Family Support Initiative

220

Families Served
Project Memphis Home &
Community

18

Children Served
PM Ready Center-Based
Program

39

Families Served
Regional Intervention
Program

100%

Parent Recommendation
Rate

Three-Part Service Model

Project Memphis H/C

Provides individualized developmental therapy and family support through home- and community-based services.

PM Ready CBEI

Provides classroom-readiness, behavioral and developmental support through center-based early intervention.

Regional Intervention Program

Parent-implemented and professionally supported intervention model that strengthens behavior, routines and family capacity.

Outcomes and Evidence of Impact

Project Memphis H/C

- 100% timely delivery of services
- 73% average attendance Increased progress-to-goals reporting

PM Ready/CBEI

- 100% timely service delivery
- 100% observation and service log review scores

RIP

- 715 treatment visits in FY25
- 10.5% increase from FY24
- 117.3% of annual goal achieved

Grant Portfolio

\$9.1M+

Active Grant Support

\$6.08M

Project Memphis Home &
Community

\$2.57M

PM Ready Center-Based
Program

\$467,682

Regional Intervention
Program

Supporting young children and families through home-based services, center-based early intervention and family-focused support.

The Early Intervention and Family Support Initiative is a coordinated portfolio of externally funded programs designed to support young children and families experiencing disabilities, developmental delays, communication challenges, and social-emotional or behavioral needs. This initiative includes the Regional Intervention Program (RIP), funded by the Tennessee Department of Mental Health, and two Project Memphis Early Intervention Resource Agencies- EIRAs (home/community and center-based), funded by the Tennessee Department of Disability and Aging. The initiative is led by Dr. Laura Casey (PI), Charmaine Sego, Project Manager of both Project Memphis EIRAs, and Jenny Davis, Site Coordinator of RIP. The primary objective of both Project Memphis' EIRAs is to provide direct developmental therapy to young children and their families to help enable the child to reach developmental milestones while empowering the family as they navigate their unique journey. The home and community grant, Project Memphis H/C, delivers services in the home or childcare center with a one therapist to one family/child ratio. The Project Memphis center-based early intervention grant (PM Ready/CBEI) provides group therapy to a small group of children one-two days a week with a goal of teaching classroom readiness skills related to behavior, social-emotional, and self-help skills. RIP's objective is to teach the parents of children with behavior delays using a competency-based curriculum in a group format. During the group setting, the new families learn from veteran RIP families, who are further along in the program alongside professionals, how to manage their child's behavior, reinforce positive behaviors, and establish lifelong adaptive social-emotional skills.

Participation, Reach, or Scope of Work

Three grant projects make up the Early Intervention and Family Support Initiative. The Project Memphis (PM) Early Intervention Resource Agency (EIRA) consists of two distinct grants, both providing developmental therapy to the children and families in the Tennessee Early Intervention System (TEIS) with different service deliveries. Children are eligible to receive TEIS services based on a 25% delay in two areas or a 40% delay in one, a diagnosed condition with a high probability of delay, or meeting specific prematurity guidelines.

The first grant, **Project Memphis home and community (PM-H/C)**, serves individual children and families in their home with a 1:1 ratio based on the prescribed amount of therapy written in their Individual Family Service Plan, IFSP. Across this PM-H/C grant, there are approximately 220 families (500 families grant maximum) that are receiving services from one of our employees. PM H/C provides services in all Shelby County zip codes with an emphasis in the low-income areas of Memphis, where families are challenged to provide resources for their families. Additionally, families in these areas often struggle to receive appropriate and timely services due to a lack of transportation and access to services.

The second grant in the initiative, **(PM Ready/CBEI)**, is a center-based EIRA that serves approximately 18 children (50 children per grant maximum) in a group therapy format, teaching behavioral, social, and emotional regulation skills weekly. The therapist-child ratio is 1:2. PM Ready is in South Memphis, inside a Porter-Leath Early Head Start and preschool building. This location allows us to reach a vulnerable population and provide group-based services to children in an area that is convenient for families. Typically, weekly time in therapy for each child averages 2.5 hours.



The **Regional Intervention Program, RIP**, is the third grant in this initiative. RIP is a parent-implemented, professionally supported program for young children and their families who are experiencing challenging behaviors. It is an internationally recognized program that guides parents in learning the skills to work directly with their own children while they receive training and support from experienced RIP families. In FY25, RIP served a total of 39 families (42 children), with seven families dedicating 4-8 months of their time to graduate from Memphis RIP by completing both phases of RIP's treatment protocol. By the middle of FY26, the program had nearly met the previous year's benchmarks and had another seven families graduate, and 32 families (35 children) served. RIP currently has 9 families (12 children) actively participating each Tuesday and Thursday, and there are 11 families waiting to start. RIP is located on the UofM Park Avenue campus and serves all zip codes in West Tennessee.

Outcomes and Impact

In the 2025 calendar year, Project Memphis H/C improved many markers of quality and compliance set forth by TEIS as we attained 100% timely delivery of services (federal guideline to begin IFSP services) and averaged 73% attendance in the year. By quarter 4 of the year, we surpassed the state average of observations of Family Guided Resource-based Interventions by 6%. The percentage of child/family goals with progress increased by 4.5% this year, and we increased our expected number of "Progress to Goals" reports by 12%.

PM Ready (CBEI) delivered 100% timely delivery of services and received 100% scores on observation and service log reviews, which are a TEIS requirement checking the quality of services, the Family-Guided approach determined by the state. The percentage of child/family goals with progress increased by 4.5% this year, and we increased our expected number of "Progress to Goals" reports by 12%. These benchmarks and successes reflect our high-quality center-based services designed specifically to meet the scope of services required by our contract with TEIS.

RIP completed 49 intakes, 663 target treatment visits, and 715 total treatment visits in FY25, which is 95.1% of the annual goal and a 10.5% increase from the 647 total treatment visits we had in FY24. We continue to see steady growth each year (16.6% in 2023, 14% in 2024, and 10.5% in 2025) and look forward to surpassing this year's goal with a fuller staff. As of December 2025, we met 117.3% of the year-to-date goal with 441 treatment visits. Exit surveys from graduated parents reveal 100% recommendation rate, 10/10 case manager ratings, 10/10 helpfulness of classroom and social skills training at improving child behaviors, and 9.75/10 overall RIP experience.

Grant Personnel Contributions

Grants: RIP received additional donations in the form of funding for supplies and picnic tables from a local school group, ALYUS. PM Ready applied for additional funding from State Farm for a local community grant to assist with supplies and family support group gatherings.

Publications/Presentations: Several local and on-campus presentations were conducted by both project directors for all three grants across the year, with highlights including: being invited to talk to the UofM Board of Trustees, being interviewed by ABC news, and having a segment run on the impact of our work at the grants that make up the Early Intervention Family Support Initiative. Scholarly publications and presentations were also submitted for review, with previous talks at the Applied Behavior Analysis International and the Council for Exceptional Children.

Awards/Recognitions: Project Director of the PM EIRAs, Charmaine Sego, is a commissioner-appointed official of the DDA licensure board. RIP director, Jenny Davis, was highlighted on the TNMHSAS website and social media as an exemplar site. Dr. Casey was awarded the McWhorter endowed professorship for excellence in scholarship. Elana Gray and Redita Lomax were selected to represent PM on coaching/mentorship development training. Two RIP employees were selected as experiential learning fellows. PM Ready and RIP host multiple UofM interns across a variety of colleges and departments, receiving excellent feedback from departmental advisors on the experience that the students are provided. RIP is currently licensed by the TNMHSAS, PM H/C is licensed by TNDDA, and PM Ready is also licensed by TNDDA.

Leadership/Service Roles: Charmaine Sego is co-chair of the local inter-agency coordinating council, LICC, for TEIS, and on the statewide EIRA Director's meetings that meet quarterly in Nashville. Jenny is a licensed educator and is currently working on her doctorate in EDPR. Rebekah Williamson, director of PM Ready, maintains licensure as a behavior analyst and is working towards her doctoral degree. Nichole Crane, with PM, is actively working on the data management processes and adding additional surveys to families and employees as part of her doctoral work.

Partnerships and Community Engagement

All three grants participated in a multitude of community engagement activities across a variety of partners to raise awareness of our programs and support our local community. One key highlight is that RIP is a recognized partner with the pediatrics department, which works with pediatric residents at LeBonheur Children's Hospital. RIP is listed in Findhelp.org, TN pathfinder, Kidcentral, and Memphis Parent Magazine as a free resource to parents. Charmaine provides on-going trainings early intervention for students engaged in the LeBonheur/UofM All Kids Academy. Another highlight is that Project Memphis-Ready (CBEI) is a direct partner with Porter Leath. Porter Leath is a leader in early childhood education. This partnership involves shared space on their site in South Memphis, joint community conferences, joint parent training, and shared resources with teachers and staff. Project Memphis is also in contact with other EIRAs in the city and state to ensure coordinated efforts and best practices are shared. Project Memphis EIRAs also participated in Child Find with local childcare centers. Under the Individuals with Disabilities Act (IDEA), Child Find is a process of continuous public awareness activities designed to locate, identify, and evaluate children who may require early intervention or special education services.

Grants, Contracts, and External Funding

Tennessee Department of Disabilities and Aging

a. Grant name: *Project Memphis- Home and community EIRA*

Award Amount: \$6,077,500

Funding period: 7/1/2024 – 6/30/2029

Purpose: To provide early intervention developmental therapy to children from birth to five who meet criteria for TEIS in their home or natural environment with a 1:1 child-to-therapist ratio.

Use of funds – salaries for PI, project director, and staff, administrative needs, technology, supplies, training, travel, and licensure.

Impact statement – PM H/C's impact is evident by having continued funding since the early 2000s, and by receiving the recent increase in funding based on meeting the goals of the grant. In addition, PM H/C is often recognized by the funder as a key leader in early intervention in Shelby County and the state of Tennessee.

b. Grant name: *Project Memphis- Ready (center-based EIRA)*

Award Amount: \$2,565,500

Funding period: 7/1/2024 – 6/30/2029

Purpose: To provide early intervention developmental therapy to children from birth to five who meet criteria for TEIS in a group therapy setting with other children, all receiving a 2:1 child-to-therapist ratio. Services are provided in a mock classroom.

Use of funds – salaries for PI, project director, and staff, administrative needs, technology, supplies, training, and licensure.

Impact statement- PM Ready is viewed by many as an exemplar in center-based early intervention. We have been asked by the funder to share our success stories and help other center-based programs in the state better integrate with home and community EIRAs and family-guided practices.

Tennessee Department of Mental Health and Substance Abuse

Grant Name: *Regional Intervention Program*

Award Amount: \$467,682

Funding period: 7/1/2024 – 6/30/2027

Purpose:

The Regional Intervention Program (RIP) is a parent-implemented, professionally supported program for young children and their families who are experiencing challenging behaviors. RIP has been serving families with young children on campus since 2005. This unique, internationally recognized program guides parents in learning the skills to work directly with their own children while they receive training and support from experienced RIP families.

Use of funds – salaries for PI, project director, and staff, administrative needs, supplies, and licensure.

RIP, for the first time in many years, is exceeding expectations set by the funder despite being lower staffed than other RIP centers across the state yet held to the same standards in terms of children/families to treat annually.

Signature Initiative or Key Innovation

Across the three grants that make up the Early Intervention and Family Support Initiative, a shared primary purpose is to support young children and families experiencing developmental delays, communication challenges, and social-emotional or behavioral needs. Each grant has a unique approach when it comes to achieving the goal of supporting young children and families; however, each relies on empirical research, best practices, and continuing education to ensure the highest fidelity of service delivery. Each grant also uses data to drive decisions and ensure that each child and family are making progress towards their goals. Each grant engages with the students of UofM, providing hands-on practice and demonstration of the highest possible quality of services. Data are collected both formatively and summatively, with data reported to the funder both quarterly and annually. In addition, as an initiative, we ensure all standards are met by securing licensure relative to our grant's scope and services. The impact of this initiative is seen in the current growth trajectory for each grant in terms of client success, family satisfaction, and timely delivery of services.

Challenges and Lessons Learned

Our number one challenge across all three grants is retaining consistent staffing and then handling the extra work that being short-staffed creates. Turnover is common in this field due to the exposure of trauma, behavior disorders, and family attrition due to poverty, lack of time, or lack of extended familial support, but it is our goal to continue to meet the grants required numbers and we have been able to maintain a high level of retention in the early intervention grants (86% retention/30 employees total). The ability to hire and the timeline from hiring to onboarding adds another struggle.

Adjustments- we have been successful in creating a substitution list for staff at RIP for some positions. At PM and RIP, we utilize interns when appropriate and keep job postings open on Workforum to allow for ongoing applications until jobs are filled. We also utilize reflective supervision with our staff to ensure work balance needs are being met. **Lessons Learned** - All three grants have worked strategically to efficiently improve onboarding practices that are grant-related, and we have spoken with HR about the other areas of concern.

In terms of space for **RIP**, we are proud of the new space we have created and have worked hard to make it welcoming and able to best serve our families. Every space has its challenges, and Building 29 is no different. In the current configuration, 6 children are the most we feel comfortable with in our classroom spaces at a time. This limits the total number of children for the two evening programs together to 12. Evening programs remain the most popular, and we have scheduled start dates through June.

Adjustments- We are in the process of adding a one-way mirror to repurpose a case management space into an additional classroom, which should be completed the week of March 9, that would allow us to bring in another 6 children and reduce waiting time for families. Adding a playground is also another way for families to generalize skills that can serve as an outdoor classroom at times. However, we have been unable to use the originally designated space because of concerns about safety regulations. We have launched a new campaign to rebuild the playground, and this rebuild will allow additional learning opportunities for RIP. Hopefully, construction will begin soon. In terms of **Project Memphis space-** PM Ready Center-based rents space at Porter Leath on Alice Street in South Memphis. We currently pay \$1000 per month for a total of \$12,000 annually for 2 classrooms connected to a changing/toileting room. This setup is great, but we are only contracted with them for one year at a time. **Adjustments** – we continue to offer shared services as appropriate to Porter Leath and strengthen our value as partners. Also, as a backup plan, I am saving IDCR and exploring other grants to be able to renovate space on the south campus that may become available and/or revisit shared space with RIP on days that RIP is not running a program. **Lessons learned** – To make the best of any space allocated, be good tenants, keep searching for funding, and continue to look for ways to meet numbers.

Reaching treatment numbers- Despite limited staff across all three grants and some key staff on FMLA, we made great strides toward meeting our treatment visit goals and timely delivery of service this year. Some of the challenges we faced include weather, attrition/termination, community awareness, and hiring appropriate staff to ensure the correct ratio of child: therapist. **Adjustments-** we have reallocated caseloads when appropriate; both Jenny and Charmaine have taken on additional responsibilities, and we have all searched for additional funding to help us hire. **Lessons learned** – build in extra days to compensate for closures and stay in communication with sponsors so that they can assist us in reaching our goals.

Priorities and Resource Needs

List priorities, planned initiatives, and resource needs.

1. Space to fully operate in a manner that allows us to reach the number of clients we are contracted to serve on an annual basis for each of the three grants.
2. Adequate money to hire the staff needed to operate efficiently, from managing the financial aspects to all things Oracle.
3. Adequate money to hire qualified staff to support the grant requirements, especially in times when staff are out on FMLA, but we still need to see the number of clients required by the sponsor.
4. Supplies and equipment to host quarterly parent meetings and/or parent focus groups.
5. Supplies and playground equipment for RIP.
6. A purchase card that was connected to each grant, so project directors did not have to use their own personal money or reimbursement.
7. Continued access to additional funds (e.g., IDCR, donations, foundation grants) to help support these areas of need (e.g., interpreting services) and continue to pay for our data collection system that is not covered by the grant. We will also continue to look for other sources of funding to support our work and expansion, such as additional supplies, playground equipment, and other operational costs.

The Office of Teacher Education and Clinical Practice (OTECP)

Dr. Nichelle Robinson, Director

The OTECP serves as the primary point of contact for all students in the College of Education (COE) pursuing teacher licensure. The office oversees advising for undergraduate and Master of Arts in Teaching (MAT) candidates, clinical placements, licensure processes, and provides support for River City Partnership (RCP) teacher candidates through a dedicated retention specialist.

In addition to supporting teacher candidates, OTECP develops and sustains partnerships with local school districts and community organizations. The office also recruits and supports part time clinical supervisors who mentor candidates during their placements.

OTECP is committed to delivering high-quality service to students, faculty, staff, and administrators within the COE and across campus. The OTECP team includes a director, academic advisors for both undergraduate and graduate programs, a Clinical Placement & Induction Coordinator, a Licensing & Certification Specialist, the RCP Project Coordinator, and two graduate assistants. The office collaborates with partner programs in music, physical education, art, and TESOL to ensure candidate admission to teacher education, quality placements, and successful licensure.

OTECP manages the Tevera Assessment System, which tracks key assessments for field experiences and clinical placements. It also oversees the virtual placement platform Mursion and administers Praxis exam support services, including a scholarship program.

Finally, the office prepares and submits enrollment data, national and state accreditation reports, and performance metrics to partner districts and the Dean's Office.





2026 OTECP Team:

- Director, Dr. Nichelle C. Robinson
- Licensing & Certification Specialist, Mary Lanier
- Clinical Placement & Induction Coordinator, Chainese Sly
- RCP Project Coordinator, Courtney Garland
- Undergraduate Academic Advisor, Ryan Mitchell
- MAT Academic Advisor, Paris Samuels



Highlights for the 2025-26 Academic Year:

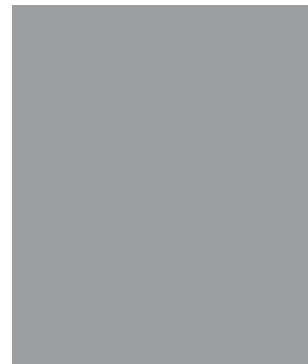
- Faculty and supervisors have participated in workshops on utilizing the NIET Aspiring Teacher Rubric. Fourteen supervisors have been certified to use the assessment with our teacher candidates.
- Launched a pilot mentoring program between our UofM sophomore and junior students and the Kingsbury and Collierville High TAP Programs.
- Participating in the TDOE Literacy Review pilot using the CEEDAR NIC to upload our course syllabi and activities and will run reports there that illustrate how our courses have met the required literacy standards.
- The EPP Observation Model and revision were both approved by TDOE and were implemented during the Spring 2026 semester.
- Formed two new school partnerships with Memphis School of Excellence and Schools of Perea.



Section Five: Student, Alumni, and Faculty Awards

Scholarships

The College relies on the philanthropic generosity of multiple benefactors to sponsor over 50 scholarships annually. Some of these awards have been endowed by benefactors, such as the Ordman Scholars and the Dr. Bobby Greer Endowed Scholarship, and others are funded annually through gifts made throughout the year, such as the ICL Departmental Scholarship. In total, the College awarded over \$500,000 in scholarship support during the 2025-2026 academic year.



Marketability and Trends

The College's strategic plan places a strong emphasis on raising graduation rates, expanding participation in the Honors Program, and boosting enrollment by 7.5% over the base year. The purpose of these programs is to increase the College's ability to adapt to the changing demands of the educational sector. The University of Memphis is also dedicated to increasing and diversifying undergraduate enrollment through focused recruitment initiatives, such as feeder institution integration and outreach to underrepresented student segments.

Graduates of the University of Memphis College of Education are well-positioned for success in the ever-evolving field of education thanks to its extensive curricula, strategic initiatives, and alignment with market trends.

The College of Education degree holders should expect competitive pay in terms of work opportunities. For example, instructional designers make about \$73,080 a year, while ESL teachers make about \$63,130. These numbers show the possibility of a lucrative future in a range of teaching positions. (Research.com). The attached link provides median salary, average debt, and time to complete a degree within the COE.

Student Awards and Recognition

Tim Flohr, a doctoral student in Higher and Adult Education, wrote the textbook Professional Development for Hospitality and Tourism.

The College hosted its first Three-Minute Thesis competition. The following graduate students won awards:

1st Place- Nicole Cody, Self-Care is a System, Not a Saturday: Examining Systemic SEL in a Fully Virtual School

2nd Place- Kimberly de Lara-Staunton, SEL for Recently Arrived Immigrant English Learners

3rd Place- Jada Watson, Not all Motivation is Equal: Uncovering Hidden Patterns in STEM Motivation



Faculty Awards and Recognition

Dan Collier (HIAD) was named Co-Chair of AERA Division J for Policy, Law, Finance, and Economics.

Teresa Banks (ICL) was certified as a national APA reviewer.

Genie Bettencourt (HIAD) was awarded the 2026 Faculty Council Early Career Award from the National Association of Student Personnel Administrators.

Alison Happel-Parkins (LEAD) was appointed to the UMRP Ventures Board of Directors.

Craig Shepherd (ICL) received the 2025 Scholarly Advancement of Teacher Education and Technology Award from the Association of Educational Communications and Technology.



Alumni Awards, Achievement, Recognition, and Accomplishments

Doris Battle (MS, EDD, LEAD) is the Director of US Partnerships for the National Center on Education and the Economy.

Stephanie Beach (BS, MS LEAD) is now the Chief of Talent and Strategy for Haywood County Schools.

Mario Brown (EDD LEAD) was elected President-Elect of the University of Memphis National Alumni Board of Directors.

Colton Cockrum (EDD LEAD) was named the Tennessee High School Cross Country Coach of the Year.

Sharon Cypress (EDD, LEAD) who is the Dean of the College of Education and Behavioral Sciences at Freed-Hardeman University is now serving as the President of the Tennessee Association of Colleges of Teacher Education.

Susan E. Elswick (EDD, ICL), Professor of Social Work at the University of Memphis was named Director of the School of Social Work. She also serves as the Director of the Inter Professional Community Health Clinic for UM.

Brett Heinrich (MAT) was named Principal at Collierville Middle School.

Anne Kenworthy (EDD, LEAD) was named the 11th president of Spalding University in Louisville, KY.

Donny Lee (EDD, ICL) celebrated his 10th year as Dean of the Cannon-Clary College of Education at Harding University.

Laura J. Link (EDD, LEAD) is now an Associate Professor of Teaching and Leadership at the University of North Dakota.

Angela Nichols (MS, EDD LEAD) was named an Educator of Excellence by the non-profit New Memphis.

Tracy Robinson (ICL) was recognized with the Council on Adult and Experiential Learning's Adult Learner Impact Award.

Eddie Thompson (EDD, ICL) is now the Chair of the Department of Education at Christian Brothers University.



Doris Battle



Laura J. Link



Brett Heinrich

The College began an Alumni Award recognition program seeking nominations from the public as well as faculty, staff, and other alumni. Of the 15 nominations received, the following awards were made:

- ❖ Cindy Scott (BSEd, '75) Distinguished Alumni Award
- ❖ Anne Kenworthy (EdD, '00) Outstanding Alumni Award
- ❖ Jacque Bradford (BS '03, MS '06, EdD '18) Outstanding Early Career Alumni Award
- ❖ Josephine Circle Distinguished Friend of the College



Section Six: Research and Innovation

Research Highlights

<u>Metric</u>	<u>Value</u>
Awards Received	23
Proposals Submitted	42
Funding Awarded	\$4.18M
Technical Reports	39
Publications	90+



Researchers in the College work on innovative projects to address current and emerging needs of the community and the nation related to disability, education, mental health and counseling, and leadership. Each sponsored project is based on a thoughtful analysis of the current landscape and statistics, emerging trends, and a belief that systems and programs can be improved by working together. Research topics addressed by college researchers include K-12 education addressing literacy, math, STEM, and special education, mental health and rehabilitation services, counseling, and student loan debt, as well as providing evaluation services for a range of projects.

In addition to applied research projects, College faculty have been funded to provide services for early childhood education and autism, while also receiving funding to provide advanced education opportunities for school and rehabilitation counselors and professional development for first responders and K-12 teachers. COE researchers are funded by a range of federal, state, and non-profit entities, including the National Science Foundation, the U.S. Department of Education, the State of Tennessee (multiple agencies), The Urban Child Institute, and the Women's Foundation for a Greater Memphis.

Over the past year, faculty submitted 42 proposals for funding worth \$23.4 million. Of those, \$4.18 million in external funding was secured, with 43% of these funds coming from private entities, 40% from federal sources, and 17% from state grants and contracts.

College faculty members were awarded grants and contracts from various private and public agencies, including the United States Department of Education, the Tennessee Higher Education Commission, the Tennessee Department of Mental Health and Substance Abuse Services, the Urban Child Institute, Literacy Mid-South, the National Science Foundation, the Virginia Department of Education, and the Shared Ascent Fund.

Two examples of grant-funded work include:

- Regional Intervention Project by Dr. Laura Casey. The Regional Intervention Program (RIP) is a parent-training and parent-driven program designed for working with families and children aged 0-6 who exhibit behavioral issues. A curriculum drives the program, and parents must complete each part of the curriculum.
- Tutor901: High-Impact Tutoring for High-Needs Students, Dr. Carolyn Kaldon. The Center for Research in Educational Policy (CREP) at the University of Memphis serves as an independent third-party evaluator for the "Tutoring 901 Project" with Literacy Mid-South (LMS), focused on supporting Tier 2 and Tier 3 students with tutors while working through i-Ready intervention materials tailored to students' literacy development.

In addition to grants and contracts, the College's work benefited from the generous support of multiple benefactors. The College developed a benefactor wall of recognition for endowed gifts, including named faculty and fellowship funds as well as endowed scholarships. The initial placement of the benefactor wall included 36 endowments, and through additional philanthropic support and clarification of several accounts, there are an additional 17 endowments to be posted on the wall in 2025-2026.

Section Seven: Community Engagement and Partnerships

Building partnerships between academic institutions and the larger community requires community involvement and collaborations with the University of Memphis College of Education. Through collaborations with educational institutions, families, and community organizations, candidates and students within the COE can acquire real-world experience, cultivate cultural sensitivity, and learn how to meet the requirements of a diverse student body.

College of Education Collaborations

The following are examples of the COE faculty's involvement and partnerships with external groups and organizations.

1. Nearly 300 social studies teachers in Shelby County learned from COE faculty through District Learning Day.
2. A College of Education student completes residency at LeBonheur through the Teacher Residency Program through All Kids Academy.
3. Project Memphis and the Regional Intervention Program secure \$9.2 million to support early intervention services in the county.
4. College of Education faculty partner with a Memphis-based Jewish Youth Climate Justice group, working with them to understand how the group was formed, how they prioritize which environmental issues to focus on, and how to expand their influence in the future.
5. CREP works with the Smithsonian Science Education Center (SSEC) to improve science test scores.
6. College of Education faculty partnered with MOJO, a local pelvic floor physical therapy group, to assess the impact of pelvic floor physical therapists who are embedded in OB/GYN offices.
7. College of Education faculty partner with the National Civil Rights Museum Unpacking Racism for Action Alumni Advisory Council.
8. The College has expanded the “Why I Teach” video to connect local educators and the College.
9. College of Education faculty partner with University Campus Schools to study how they transitioned to become an independent school district.
10. College of Education faculty partner with the University of Memphis Division of Student Affairs on multiple projects, including serving on the Search Committee for the Associate Vice Provost of Student Engagement position.

Involvement in Supporting Local Educators, Students, and Families

1. Dean's Day Out, a program where the COE Dean visits area schools, including Richland and Dogwood Elementary Schools, as well as the University Campus Elementary School.
2. The COE faculty applied for grant funding to create a curriculum to facilitate bodily literacy for underserved adolescent girls. The curriculum will focus on anatomy, hormonal cycles, and pelvic health to support students, educators, and families.
3. College of Education Art Education students partnered with the Brooks Museum to give children the opportunity to explore the arts.
4. The College of Education's Institute on Disability (UMID) connected with hundreds of local teens to offer essential resources and inclusive higher education opportunities.
5. College of Education faculty member Dr. Schiro-Geist won the Service Award for her work in service to individuals with disabilities in education.
6. The Become a Tiger Become a Teacher (BTBT) event welcomed over 200 Tennessee youth, encouraging them to become teachers.
7. College of Education faculty, staff, and students participated in Read Across America Day and Read for the Record.
8. COE faculty created Aspire to Lead: K12 Ed Leadership Virtual ForUM, a free professional learning (TASL Credit) and networking event for educators, current and aspiring school leaders, and literacy advocates.

Advocacy Initiative Provided by College Faculty, Staff, and Students

1. College of Education faculty presented at the Council for Exceptional Children (CEC) Convention in Baltimore, equipping school personnel with the knowledge and skills to make classrooms more conducive for those with developmental disabilities and delays.
2. COE hosted Bertha Looney (Memphis State 8) for a "lunch and learn" to understand how to serve racially minoritized students.
3. In partnership with Clean Memphis, the COE hosted a pre-service teacher bootcamp, helping teacher-to-be create more environmentally sustainable practices in their classrooms.

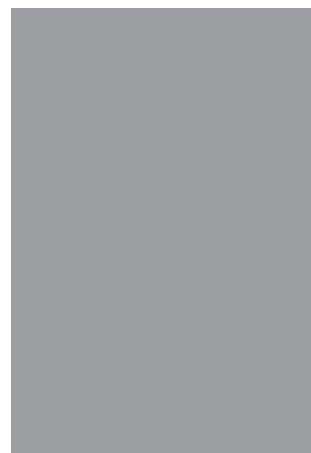
Section Eight: Publications

Publication

Faculty within the University of Memphis College of Education continue to make significant contributions to the advancement of educational research, policy and practice through an extensive body of scholarly work. During 2025, faculty members published research in nationally and internationally recognized journals, authored book chapters and scholarly texts, developed policy briefs and contributed to professional publications that address some of the most pressing issues facing education today.

This scholarship reflects the breadth and depth of expertise across the College's departments of Counseling, Educational Psychology and Research; Instruction and Curriculum Leadership; and Leadership. Faculty research examined topics including literacy and language development, educational leadership, teacher preparation, instructional design, student mental health and well-being, educational equity, community engagement, special education, higher education policy, STEM education and culturally responsive teaching practices.

The College's scholarly productivity demonstrates a strong commitment to generating knowledge that informs practice, supports schools and communities, influences policy and improves outcomes for learners across the lifespan. During 2025, College of Education faculty produced more than 100 scholarly publications and research products, reflecting a robust culture of inquiry, innovation and engagement. Through rigorous research and collaborative partnerships, faculty continue to strengthen the University's research mission while contributing meaningful solutions to educational challenges at the local, national and global levels.



Listed here, by unit within the College, are the 2025 publications produced by faculty, both as collaborators and lead authors. Please note that every effort has been made for this to be comprehensive, and the intention is for this to reflect the peer-reviewed, refereed journal articles published during the past year.

Center for Research in Education Policy

Technical Reports

Chambliss, E., & Zoblotsky, T. (2025). *Scenario-Based Assessment in the Age of Generative AI: Making Space in the Education Market for Alternative Assessment Paradigm: SBA Development Team Focus Groups Summary*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Chambliss, E., Randolph-Frye, M., & Fluke, K. (2025). *School of Communication Sciences and Disorders Exit Focus Group Summary with 2025 Candidates for the Doctor of Audiology Degree*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Chambliss, E., Randolph-Frye, M., Fluke, K., Smith, R., & Wu, Y. (2025). *School of Communication Sciences and Disorders Exit Focus Group Summary with 2025 Candidates for the Master of Arts in Speech-Language Pathology*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Kaldon, C., Wu, Y., Fluke, K., Zoblotsky, T., & Khajeloo, M. (2025). *Full-Service Community Schools Year 2 Site Visit Report: Memphis Business Academy*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Khajeloo, M., Kaldon, C., Wu, Y., & Zoblotsky, T. (2025). *Full-Service Community Schools Year 2 Site Visit Report: Millington Intermediate School*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Khajeloo, M., Zoblotsky, T., & McKinney, R. (2025). *THEI Student Resources Initiative 2025 Interim Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Khajeloo, M., Zoblotsky, T., Kahn, A., Kaldon, C., & Wu, Y. (2025). *Full-Service Community Schools Year 2 Site Visit Report: Westside Middle School*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Khajeloo, M., Zoblotsky, T., Muzzi, C. (2025a). *Delta Revitalization through Innovation, Vision, and Equity (DRIVE) Year 2 Final Evaluation report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

McKinney, R., Muzzi, C., & Zoblotsky, T. (2025a). *High School Senior Opinion Survey Diagnostic Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

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Muzzi, C. & Chambliss, E. (2025). *IUSE STEM Peer Mentoring Survey Results Cohort 2 (fall 2024 and spring 2025)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C. (2025). *Faculty Input on Reconfiguring the College of Education Summary Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C. (2025). *Summative Evaluation Report: NSF IUSE STEM Peer Mentoring Program*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C., Zoblotsky, T., & McKinney, R. (2025). *THEC HSSOS 2025 Key Discrepancies*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Randolph-Frye, M., & Chambliss, E. (2025). *High School 2 Health Care (HS2HC) Faculty Focus Group Summary Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Randolph-Frye, M., & Chambliss, E. (2025). *High School 2 Health Care (HS2HC) Student Focus Group Summary Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Randolph-Frye, M., & Chambliss, E. (2025). *High School 2 Health Care (HS2HC) Year 3 Evaluation Report (2024-2025)*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Randolph-Frye, M., & Kaldon, C. (2025). *High School 2 Health Care (HS2HC) Dual Enrollment Fall 2024 Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Randolph-Frye, M., & Kaldon, C. (2025). *High School 2 Health Care (HS2HC) Dual Enrollment Spring 2025 Formative Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Randolph-Frye, M., & Muzzi, C. (2025). *Cradle to career pathways through economic mobility hubs*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Randolph-Frye, M., Kaldon, C., & Khajeloo, M. (2025). *Reimagining Education for Advanced Careers in Healthcare (REACH) Project: Year One Evaluation Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

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Randolph-Frye, M., Wu, Y., Kaldon, C., Fluke, K., & Khan, A. (2025). *Women's Foundation for a Greater Memphis Vision 2025 Year 4 Evaluation Interim Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

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Tillis, G. E., Zoblotsky, T., Muzzi, C., Smith, R. (2025). *Community Needs Assessment Summative Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Tillis, G. E., Zoblotsky, T., Muzzi, C., Smith, R. (2025). *Health Navigator Orientations Formative Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Tillis, G. E. (2025). *Data Dashboard of Community Social Determinants of Perinatal Health and Care Needs*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Tillis, G., & Zoblotsky, T., Smith, R., & Muzzi, C. (2025). *Health Start Live Long Year 1 Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Wu, Y., Kaldon, C., Fluke, K., Zoblotsky, T., & Khajeloo, M. (2025). *Full-Service Community Schools Year 2 Site Visit Report: Millington Primary School*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Zoblotsky, T., Chambliss, E. (2025a). *Focus Group Summary with Clinical Faculty Participants in the University of Memphis Mentorship Network Faculty Learning Community*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Zoblotsky, T., Chambliss, E. (2025b). *Focus Group Summary with Tenured Faculty Participants in the University of Memphis Mentorship Network Faculty Learning Community*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Zoblotsky, T., Chambliss, E. (2025c). *Scenario-Based Assessment in the Age of Generative AI: Making Space in the Education Market for Alternative Assessment Paradigm: Year 1 Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Zoblotsky, T., Kaldon, C., McKinney, R., Wu, Y., Harris, R., & Khajeloo, M. (2025a). *Shelby County Community Schools Partnership Year 2 Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Zoblotsky, T., Kaldon, C., McKinney, R., Wu, Y., Harris, R., & Khajeloo, M. (2025b). *Shelby County Community Schools Partnership Year 1 Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Zoblotsky, T., Khajeloo, M., Kahn, A., Kaldon, C., & Wu, Y. (2025). *Full-Service Community Schools Year 2 Site Visit Report: Northaven Elementary School*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Peer-Reviewed Publications

Bradley, D., & Tillis, G. R. (2025). Hispanic-serving HBCUs? Towards an Anti-Colonial Meso-relevant Theory of Organizational Identity in Sacred Spaces of Black Education. *Frontiers in Education*, 9:1416255. <https://doi.org/10.3389/feduc.2024.1416255>

Cheng, Q., & Wu, Y., Xu, Y. J. (2025). Whose Perspective Matters? Teacher and Student Reported Instructional Quality in Predicting Mathematics Achievement. *Instructional Science*. Addressing feedback.

Khajeloo, M., & Couch, B. A. (2025). An organizational view of teaching culture: How a STEM department changed its annual teaching evaluation process. *Innovative Higher Education*, 50(6), 1969-1994. <https://doi.org/10.1007/s10755-025-09842-9>

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Wu Y. (2025). How Instructional Leadership Enhances Student Achievement through Teacher Collaboration and Innovation Support: A Multilevel Moderated Mediation Analysis. *Asia Pacific Journal of Education: Addressing feedback*.

Wu, J., Wang, Y., Wu, Y., & Zhang, Q. (2025). The Heart of Higher Education: Rediscovering Meditation from the Margins of Learning to a Liberatory Pedagogy in the Post-Pandemic University. *Journal of Contemplative & Holistic Education*, 2(2). <https://doi.org/10.25035/jche.02.02.07>

Wu, Y., & Gao, H. (2025). From Challenges to Transformation: The Professional Development Journey of Transnational Language Teachers in the United States. *Journal of Teaching and Learning*, 19(2). <https://doi.org/10.22329/jtl.v19i2.8977>

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Bridges, S. K., & Raskin, J. D. (2025). A brief introduction to constructivist psychotherapy. In L. Hoffman (Ed). APA Handbook of Humanistic and Existential Psychology. Washington, D.C.: APA

Brodt, M., Lamb, S., & Kosterina, E. (2025). Ambiguous and Ambivalent Sexual Encounters of Men. *Sexuality & Culture*, 1-18.

Durant, K., Oddo, M., Harrell-Williams, L. M., & Jarmulowicz, L., (2025). From Contenyoun to Continue: Modeling the Contributions of Phonological and Morphological Awareness in Spelling Accuracy in Young Spanish-English Dual-Language Learners. *Frontiers in Education*, 10. <https://doi.org/10.3389/feduc.2025.1591142>

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Jiang, X., Fang, L., & Mueller, C. E. (2025). Growth mindset: An umbrella for protecting socially stressed adolescents' life satisfaction. *School Psychology*, 40(3), 388- 396. <https://doi.org/10.1037/spq0000584>

Jiang, X., Mueller, C. E., Zhang, Y., & Califano, K. (2025). Exploring Relations Between Family Stress, Incremental Theory, and Dual Factors of Mental Health Among Adolescents. *Journal of Child and Family Studies*, 34(10), 2670-2683.

Greenidge, T., Smith-Addock, S., DePue, K., Mays, M., (2025). Surviving and Thriving: African American or Black College Women's Responses to Racially Charged Events. *Tennessee Counseling Association Journal*. 10(1)

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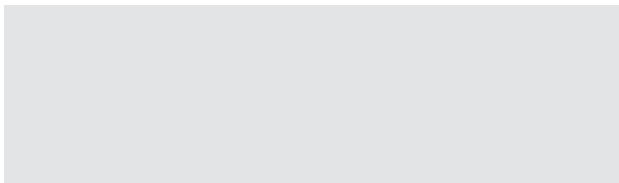
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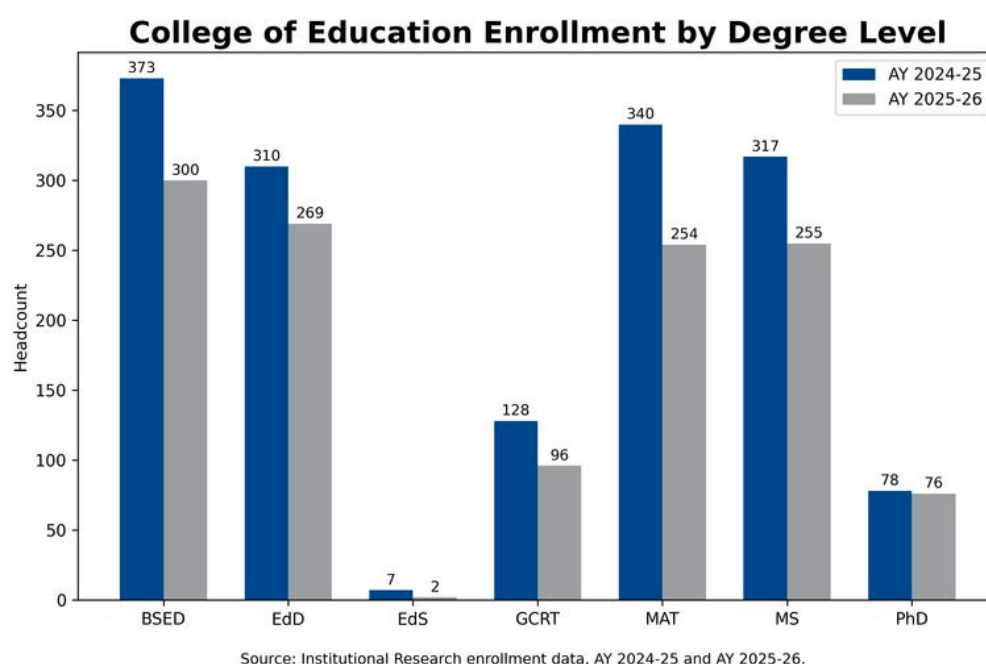
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Student Success Highlights

- Integrative Studies reported 100% retention.
- Leadership more than doubled graduates from 9 to 19.
- ICL produced the largest number of completers with 294 graduates.
- CEPR maintained strong graduate enrollment and a 96% retention rate.

COE DEGREE-LEVEL TABLE



Program Stability and Growth. Although many programs experienced enrollment reductions consistent with national educator workforce trends, several graduate programs demonstrated resilience. Doctoral enrollments in CEPR, ICL, and Leadership remained stable. These trends suggest continued demand for advanced credentials, leadership preparation, and specialized professional development opportunities

Appendices

Table 4: Enrollment by Department and Degree program as reported by Institutional Research, AY 2023-24 and 2024-25

Table 5: Number of Students Enrolled by Degree Program and Department

Table 6. Graduation Rates

Table 7. Retention Rates for First-Time Undergraduate Students

Table 4.

Enrollment by Department and Degree program as reported by Institutional Research, AY 2024-25 and 2025-26

	Dept Major	Degree	Headcount 2024-2025	Total Hours 2024-2025	Headcount 2025-2026	Total Hours 2025-2026
Counseling Education, Psychology, and Research						
	GCRT	22	185	15	47	
	MS	146	1,933	124	1,053	
	PHD	78	941	76	533	
Total		1,361	18,392	215	1,633	
Education						
	EDS	7	66	2	18	
	GCRT	0	0	0	0	
Total		7	66	2	18	
Instruction and Curriculum Leadership						
	BSED	373	9,003	300	4,254	
	EDD	68	500	59	285	
	GCRT	53	405	49	274	
	MAT	340	3,100	254	1,575	
	MS	133	1,245	107	672	
Total		967	14,253	769	7,060	
Leadership						
	EDD	121	774	105	384	
	GCRT	27	204	32	181	
	MS	38	369	24	129	
Total		186	1,347	161	694	

Enrollment patterns across the College of Education reflect continued strength in educator preparation, counseling, leadership, and doctoral programs. The Department of Instruction and Curriculum Leadership remained the College's largest academic unit, while doctoral programs in Leadership and Counseling, Educational Psychology, and Research maintained stable enrollment. Graduate certificate programs continued to provide specialized professional learning opportunities, with growth observed in Leadership. These data will inform ongoing recruitment, retention, and program development efforts as the College works to meet workforce needs across Tennessee and the Mid-South region.

Table 5.

Number of Students Enrolled by Program and Department 2025-2026

Department	Degree	Program major	Total Head Count
CEPR			N=189
	EDD	Counseling	1
	GCFT	Career Counseling	6
	GCFT	Clinical Mental Health	3
	GCFT	Disability Studies	1
	GCFT	Interdisc Qual Research	2
	GCFT	Qual Studies/Ed Rrsch	2
	GCRT	School Counseling	4
	MS	Counseling Additions	1
	MS	Clinical Mental Health counseling	79
	MS	Clinical Rehab Cnslg	4
	MS	Marriage, Couple & Family Counseling	1
	MS	School Counseling	
	MS	Vocational Rehab Counseling	5
	MS	ED Psych & Rsrch	8
	PHD	Counseling Psych	31
	PHD	Counselor Ed & Supervision	9
	PHD	Educational Research	5
	PHD	ED Psych & Research -no concentration	13
	EDS	Education	6

Department	Degree	Program major	Total Head Count
LEAD			N=158
	EDD	Higher & Adult Edu	33
	EDD	Higher Education	
	EDD	No Concentration	2
	EDD-LPS	Educational Leadership	14
	EDD	No concentration	6
	EDD	K-12 Edu LEAD	13
	MS	Leadership/Policy Studies	22

Department	Degree	Program major	Total Head Count
ICL			N=690
	BSED	HDVL	26
		Integrated ECE	67
		Integrative Studies	39
		TALN	208
	MAT	Art Ed K-12	15
	MAT	ECED/SPED PreK-3	9
	MAT	ECED	27
	MAT	Elem Edu	41
	MAT	ESL P-12	20
	MAT	Music Ed K-12	6
	MAT	Phys Ed K-12	22
	MAT	SPED	24
	MAT	World Languages	14

	GCFT	Autism Studies	2
		IDT	19
		Literacy/LEAD/Coaching	2
		Multi-tier Syst Support	2
		School Library Info Spec.	11
		Secondary Edu	3
		Spec Edu Comprehensive	2
	MS	ABA	17
		ECED	2
		Instruction and Curriculum	16

Department	Degree	Program major	Total Head Count
		IDT	22
		Literacy	11
		Pharmacy Edu	2
		School Library Info Spec.	11
		Social Studied Edu	2
		SPED	7
	EDD	Applied Beh Analysis	7
		Early Childhood Edu	3
		Instruction and Curr.	12
		IDT	18
		Literacy	8
		No Concentration	3
		Social Studies Edu	1
		SPED	8

Enrollment data for 2025–2026 demonstrate the College of Education's continued impact in preparing educators, counselors, researchers, and leaders. Teacher preparation programs remain the largest enrollment area, led by the Teaching All Learners and Integrated Early Childhood Education programs. Graduate enrollment remains strong in Clinical Mental Health Counseling,

Higher and Adult Education, Counseling Psychology, and Instructional Design and Technology. Together, these programs reflect the College's commitment to addressing educational workforce needs while supporting advanced professional preparation across Tennessee, the Mid-South, and beyond.

Table 6.
Completer Rates

	2023-2024	2024-2025	2025-2026
CEPR	87	98	86
ICL	415	352	296
Leadership	9	9	12

Graduation outcomes varied across departments during AY 2025–2026. CEPR awarded 86 degrees and credentials, representing a 12.2% decrease from the previous academic year. ICL produced 296 graduates and remained the largest contributor to degree completion within the College despite a 15.9% decrease from AY 2024–2025. Leadership awarded 12 degrees and credentials, reflecting a 33.3% increase over the previous year and demonstrating continued growth in leadership preparation programs.

Table 7.

Retention Rates for First-Time Undergraduate Students

Cohort Term	Major	Headcount	% Retained 1 year	% Retained 2 year	Retained in college for 1 year	Retained in college for 2 years	% Retained for 1 semester
Fall 2025	Integrated Early Childhood Education	22	81.8%				
	Integrative Studies	3	100%				
	Teaching All Learners	33	97%				
Total		58					
Fall 2024	Integrated ECE	8					0.88
	Integrative Studies	1					1.00
	Teaching All Learners	33					.91
Total		42					
Fall 2023	Human Development	4	25%		25%		.50
	Integrated ECE	15	100%		73.3%		.93
	Integrative Studies	4	100%		75%		1.00
	Teaching All Learners	58	89.7%		44.8%		.97
Total		81					
Fall 2022	Human Development	7	14.3%		14.3%		0.57
	Integrated ECE	10	100%	90%	80%	60%	1.00
	Integrative Studies	18	100%	75%	50%	12.5%	1.00
	Teaching All learners	32	84.45%		62.5%	46.9%	1.00
Total		57					

Looking Ahead

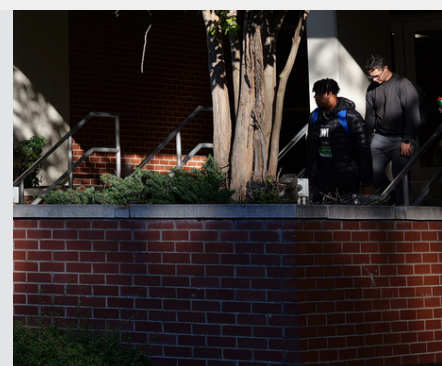
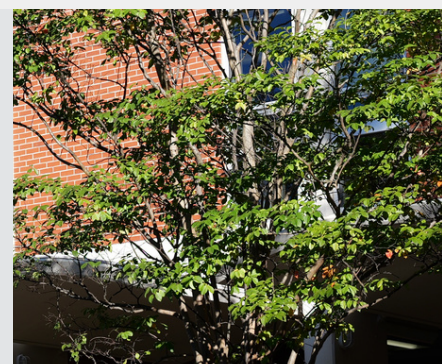
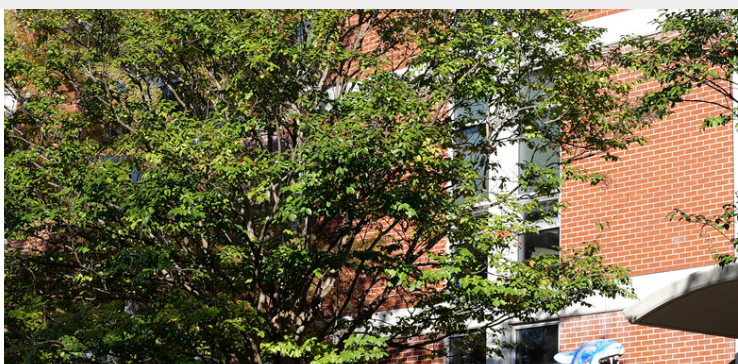
Looking forward, the College of Education will continue to focus on preparing professionals for high-needs areas, strengthening partnerships, and supporting student success. These priorities align with the University of Memphis strategic plan and ensure the college remains responsive to community needs and future challenges in education

Appreciation and Recognition

The College of Education is grateful for the continued support of donors, partners, alumni, and community stakeholders. Their investment and collaboration make it possible to prepare the next generation of educators and leaders who serve the public good.

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